

TO WORKSHOP PARTICIPANTS: This is being offered as an example of how to organize conclusions when the student does meet the criteria for LD. **NOTE: Question 2 has 4 parts.**

CONCLUSIONS

In order to determine if _____ meets the criteria for a Specific Learning Disability (LD) based on a pattern of strengths and weaknesses, the Dual Discrepancy/Consistency (DD/C) operational definition of LD was applied. There are 6 diagnostic markers for the presence of a learning disability condition, and the following questions were used to guide the process of determining LD based on the presence of these markers:

1. Is a normative academic deficit present that reflects an inability to achieve according to grade- or age-level expectations despite adequate instruction and supplemental intervention? **YES**

BEGIN WITH STATEMENTS ABOUT ADEQUATE INSTRUCTION AND SUPPLEMENTAL INTERVENTION

_____ has been involved in a reading curriculum throughout her school years. She has had good attendance, has always attended schools in _____ ISD, and the curriculum involves a minimum of _____ minutes per day of reading instruction. _____ was identified as an at-risk student in _____ grade and participated in the district's dyslexia program for one semester; in _____ grade, she received _____ sessions of supplemental intervention addressing reading fluency and comprehension. She is currently involved in a computer-based supplemental intervention to address fluency.

PRESENT INFORMAL,

Despite instruction and intervention, _____'s teacher describes her as a slow reader and this affects her ability to complete assignments and also affects comprehension. Her current grade in reading is _____, and this grade reflects accommodations of giving _____ more time to read her work or sometimes reading the assignment (e.g., passages) to her.

CRITERION-REFERENCED, CURRICULUM-BASED, and

_____ has failed the state assessment in Reading, earning a score of _____. _____'s progress monitoring data reveals that she is on Level _____ and should be on Level _____. She is reading _____ cwpm and given her age and grade, should be reading at _____ cwpm.

NORM-REFERENCED data

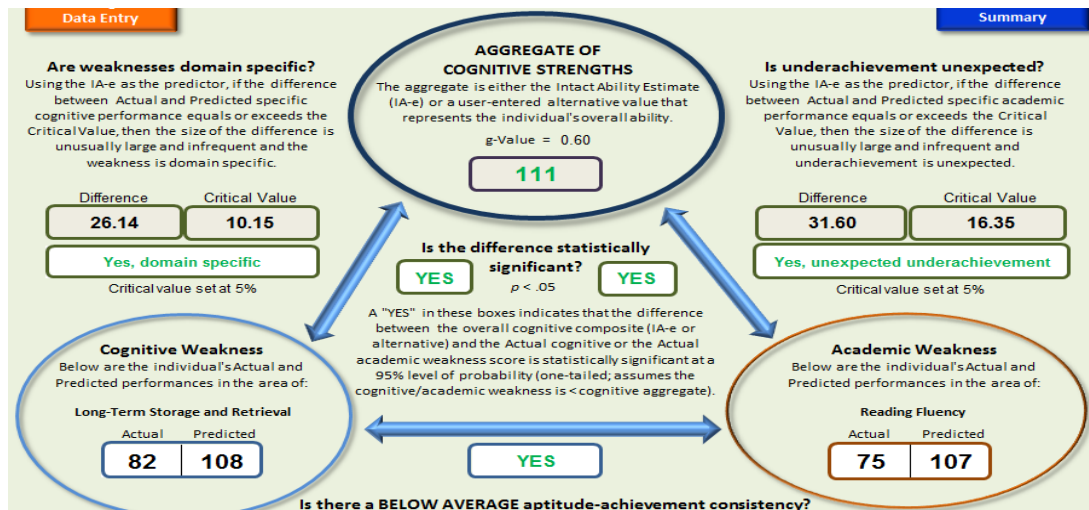
_____ obtained a standard score of _____ in Reading Fluency on the _____.

THEN END WITH SUMMARY SENTENCE THAT INCLUDES THE WORD CONVERGING

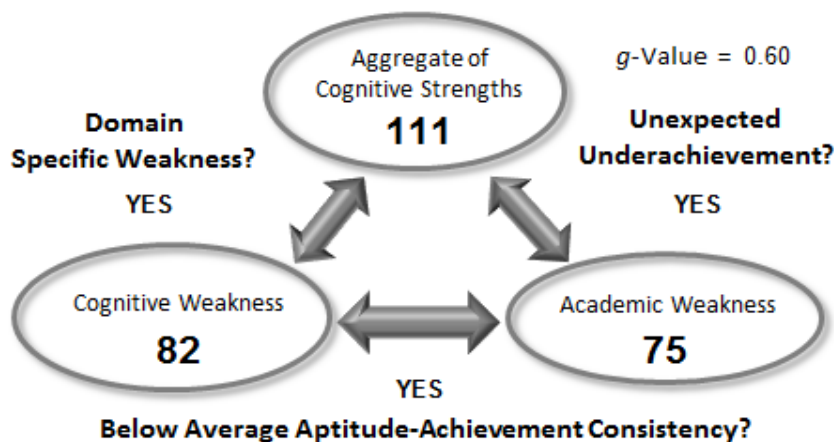
_____ displays a normative academic deficit in Reading Fluency. This is supported through various converging data sources, including teacher description, grades, curriculum-based and criterion-referenced measurement and norm-referenced test scores.

2. Within _____'s profile, is there a pattern of strengths and weaknesses? **Yes**
If present, does the pattern have the following diagnostic markers for a learning disability:
(a) Is there a cognitive processing deficit? **Yes**
(b) Does the pattern occur within an overall profile that is within normal limits? **Yes**
(c) Is the cognitive deficit domain specific? **Yes**
(d) Is the academic deficit unexpected? **Yes**

To answer these questions, the Pattern of Strengths and Weaknesses Analyzer (PSW-A) from Cross-Battery3 (Flanagan, Ortiz, and Alfonso, 2013) was applied. The PSW-A profile sheet is presented below. **PUT THE PSW-A PROFILE SHEET HERE. YOU MAY PUT THE ONE THAT IS GENERATED BY THE PROGRAM AND HAS THE STATISTICAL DATA ON IT OR YOU CAN PUT THE ONE WHICH IS GENERATED BY THE SUMMARY TAB.**



OR



Based on the profile sheet presented above, _____ displays overall ability that is within normal limits (IA-e=111). This score reflects _____'s aggregate of cognitive abilities based on those processes that are intact (Gc, Gf, Gv, and Ga). [HOPEFULLY THESE HAVE ALREADY BEEN PRESENTED AND DESCRIBED IN THE INTELLECTUAL SECTION OF YOUR FIE, SO JUST PUTTING THE G HERE IS OK.] _____ has a specific weakness in Glr, and this weakness is much below her overall ability, making it domain-specific. The deficit in reading fluency is much below what would be expected based on her overall ability. Deficits in Glr are directly related to her academic deficit in reading fluency (the relationship between the cognitive and academic deficits is described below). Therefore the pattern is present within a profile that is within normal limits.

OR

YOU MAY CHOOSE NOT TO PUT IN THE PROFILE SHEET AND WOULD THEN NEED TO DESCRIBE THE ANSWERS TO THE QUESTIONS ABOVE MORE THOROUGHLY THAN THE BRIEF PARAGRAPH ABOVE.

3. Is there a relationship between the cognitive deficit(s) and academic deficit(s)? **Yes**

FIRST PROVIDE THE ASSOCIATION/LINK BETWEEN THE PROCESSING DEFICIT AND THE ACADEMIC DEFICIT

_____'s cognitive deficit in Glr (82) reflects specific difficulty in Retrieval Fluency and Naming Facility. Low scores on these measures indicate that ____ cannot rapidly access lexical information, even if she does have the information in storage.

NEXT IDENTIFY ANY OTHER DEFICITS THAT ARE RELATED AND HELP TO SUBSTANTIATE THE PATTERN

_____ displays a narrow ability cognitive weakness in Working Memory (83) and also displays low average Processing Speed (87). Working Memory is an active process that involves manipulation of information, and Processing Speed involves the ability to quickly and efficiently process information that is rote/repetitious. _____'s reading fluency difficulty can be described as lack of automaticity. All of these deficits converge in that she is not able to quickly recognize words (decoding has not become automatic), and as a result she requires more processing time to access these words.

RELATE PATTERN TO RESEARCH IN THE ACADEMIC AREA IF THERE IS SUCH RESEARCH

Lovett proposed two subtypes of reading disability: accuracy and rate. ____'s profile is consistent with a rate disability. Rate-disabled students have intact phonological processing and are impaired on some but not all comprehension measures. The reading rate deficit affects not only the speed at which she reads, but is also correlated to difficulties with comprehension. The more resources _____ has to allocate to rate, coupled with her weaknesses in working memory and processing speed, the less resources she has to allocate to higher-order processing of the meaning of the text.

MAKE CONCLUSION ABOUT LD PATTERN

Based on the data presented above, it is concluded that ____ meets the criteria for a Learning Disability condition in Reading Fluency based on a pattern of strengths and weaknesses.

4. Are there functional limitations in performance? **Yes**

PRESENT EVIDENCE THAT STUDENT IS NOT ABLE TO MASTER GRADE-LEVEL EXPECTATIONS. (This step is the link to the need for special education, without actually saying special education.)

_____ does have a history of struggling with reading, and she has performed poorly on her benchmark assessments and has not passed the state assessment in reading. She has had significant levels of intervention and continues to show a deficit. **CAN REPEAT INFORMATION FROM QUESTION 1 HERE REGARDING READING LEVEL AND PROGRESS MONITORING DATA.** Thus _____ does display functional impairment in educational performance, and it is not likely that she can meet grade-level standards without support.